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ABSTRACT

This paper summarizes recent strategic planning activities at Clemson University, focusing on outreach and extended education goals at the university. Specific benchmarks for outreach and extended education include: (1) by May 1994, each department will develop an operational definition of its public service mission, an action plan to integrate public service, teaching, and research, and a consistent reward system; (2) by May 1994, each vice presidential area will develop avenues for public service by staff; (3) by May 1996, a university-wide, incentive-based system to facilitate the initiation and effective conduct of interdisciplinary academic and research programs will be established; (4) by May 1997, a computer-based, community-access network will be established to provide direct linkage to each academic unit; and (5) by May 1998, as part of degree requirements, every student will have worked with faculty or staff on a research or public service project, or have participated in an internship, cooperative, or clinical education program. The outreach and extended education goals and activities of Alliance 2020, a partnership involving Clemson University, South Carolina State University, and the State Technical College System, are also reviewed. (MDM)

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Expanded Outreach at Clemson University

-- A Case Study --

Presented

at

NASULGC Conference

The Commission on Outreach and Technology Transfer

Minneapolis, Minnesota

June 9, 1994

by

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ABSTRACT

A summary of strategic planning at Clemson University is presented, with emphasis on expanded outreach. A chronology of the planning process is presented, along with a summary of recommendations for expanding the extension mission throughout the University. Three examples of broad-based projects are presented.

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I Overview of Strategic Plan

Like other institutions, Clemson University is experiencing the winds of change. Its teaching, research, and service activities have grown dramatically during a period of dwindling state and federal support. Since his administration began, President Max Lennon has continually challenged the organization to reexamine the traditional view of Clemson University in line with the changing world. A strategic planning process has been underway since his arrival in 1986.

In 1989, expanding on an earlier effort, the University launched a new, more comprehensive process. As the University's ten-year reaccreditation review and self study proceeded, steps were taken to identify priorities which would position Clemson to use its strengths and advantages to move to national prominence.

After gathering input from faculty, staff, students, and external constituents, the faculty-driven strategic planning committee presented a focused, one-page strategic plan with priorities, as well as a vision for the future:

> *Clemson University will become the nation's leading technologically-oriented land-grant university. This end will be achieved through an uncompromising passion for excellence in undergraduate and graduate teaching, research and public service. The University will emphasize science, technology, and innovation and will be dedicated to providing a liberal education that fosters integrity, critical thinking, a global view, and leadership for a changing world.*

Clemson also adopted University-wide goals and benchmarks to help them realize the vision:

1. Excellence in the holistic education of students will be Clemson's top priority.
2. The land-grant concept will be expanded University-wide through both intra- and interdisciplinary integration of teaching, research, and public service.
3. The University will be a community of scholars.
4. A global perspective will characterize Clemson University.
5. The University's commitment to a sense of community and collegiality will be strengthened.
6. National prominence will be established in selected emphasis areas based on existing strengths. (Focus areas—besides education—are the Environment, Advanced Materials, and Biotechnology, each of which has its own goals and benchmarks).

Goal Two is dedicated to the area of outreach and extended education. The specific benchmarks for this goal are as follows:

- By May 1994, each department will develop an operational definition of its public service mission, an action plan to integrate public service, teaching and research, and a consistent reward system.
- By May 1994, each Vice Presidential area will develop avenues for public service by staff.
- By May 1996, a university-wide, incentive-based system to facilitate the initiation and effective conduct of interdisciplinary academic and research programs will be established (without the addition of new administrative personnel).
- By May 1997, Clemson University will develop a computer-based, community-access network to provide direct linkage to each academic unit. This will be an expansion of the existing services being operated by the Cooperative Extension Service.
- By May 1998, as part of degree requirements, every student will have worked with faculty and/or staff on a research or public service project, or have participated in an internship, cooperative, or clinical education program.

The University has made much progress in moving the agenda for this strategic goal forward, as is evidenced in the following sections of this report.

II. Extended Education

To formalize participation in the debate on the "Future of the Land-Grant University" and assist in realizing our strategic plan goals, President Lennon created the Commission on Extended Educational Services. He appointed a broad membership, representing all nine colleges, the Library, the Cooperative Extension Service, the University Center of Greenville, and the Strom Thurmond Institute. He asked the Commission to learn about the ongoing national debate, to examine the present public service activities of all nine colleges, and to gain an understanding of the structure and activities of the Cooperative Extension Service. The Commission was charged with: (1) choosing a narrow (agricultural) or some broader focus for public service; (2) defining "public service"; (3) recommending changes in the University's procedures to better reward public service; and (4) suggesting changes in the University's administrative structure to improve the delivery of public service to the citizens of South Carolina.

In order to understand fully the present public service activities of the University, the Commission heard reports from the representatives of the Colleges of Agriculture and Natural Resources, Architecture, Commerce & Industry, Education, Engineering, Forest & Recreation Resources, Liberal Arts, Nursing, and Science. The diversity of activities led the Commission to the conclusion that the land-grant university of the 21st century must include a broader commitment to addressing the problems of the people. Three important questions formed the crux of their debate:

- How should "public service" or "extended educational service" be defined?
- How should the present reward mechanisms be changed in order to encourage members of the University community to engage enthusiastically in meeting the broadened outreach mission?
- How can the University best organize itself to accomplish the goal of broadening its outreach activities?

The Commission appointed three subcommittees to address these questions. Their reports and the Commission's discussion of them formed the basis for the following recommendations for Clemson University:

- Utilize the expertise of all the colleges in responding to the needs of the citizens and communities of South Carolina.
- Expect all academic units to be responsive to public service requests from the citizens of South Carolina, and assist the colleges and departments in securing the necessary resources required to respond to these requests in a timely way.
- Adopt the following definition of *public service*: "Informal and continuing education, technical assistance, or specialized professional consultation rendered on a compensated or non-compensated basis outside the traditional University setting to businesses, industries, agriculture, and natural-resource related interests, schools, local governments, state government agencies, or directly to the citizens of South Carolina."
- Devise a new model for a University-wide extension service, integrating the present Cooperative Extension Service into a campus-wide and state-wide public service organization.
- Appoint a chief administrative officer for this expanded University extension service, and structure this leadership role so that it occupies a position in (or reports directly to) the central administration of the University.
- Include a brief description of the threefold mission of the University (teaching, research, and service to the public) in all personnel appointment letters, so that these letters communicate and reinforce the public service responsibility of every member of the University community.
- Incorporate into college and departmental guidelines for the retention, promotion, and tenure of faculty members, a set of procedures for evaluating and rewarding each candidate's performance in all three areas of the University's land-grant mission, with specific attention to service to the public.
- Ensure equity in the funding of both public service and research initiatives within the University's annual operating budget.

III. Implementation of Recommendations–Extended Education

Two of the recommendations of the Commission on Extended Educational Services that were implemented immediately were:

1. Devise a new model for a University-wide Extension Service integrating the present Cooperative Extension Service into a campus-wide and state-wide public service organization.
2. Appoint a chief administrative officer for this expanded University Extension Service and structure this leadership role so that it occupies a position in (or reports directly to) the central administration of the University.

On November 1, 1993, President Lennon announced the appointment of Dr. B.K. Webb, Dean and Director of the Cooperative Extension Service, as the new Coordinator of University outreach. These responsibilities were in addition to Dr. Webb's previous responsibilities as Dean and Director of the Cooperative Extension Service. As Coordinator of University Outreach, Dr. Webb reports directly to Provost Charles Jennett.

Historically, Clemson University has not had a centralized continuing education unit. Instead, each college developed and implemented its own outreach programs. This practice will continue in the future, and the Coordinator of University Outreach will not be involved in activities involving only one college. However, if activities involve two or more colleges, the Coordinator of University Outreach will provide a coordinating or facilitating function. In most cases, the Cooperative Extension Service will be involved with these expanded outreach activities.

A number of proposals have been developed and some programming is already underway. One of the most exciting projects involves faculty in the College of Education, the Cooperative Extension Service, and the public school system of South Carolina. The purpose of this project is to link the Public School System with the Cooperative Extension Service at the local level in order to take a more holistic approach in addressing the problems of youth at risk. The program is currently being piloted in three counties in South Carolina. As they identify children at risk, public school teachers along with Extension Agents in the county join together to improve family or home situations by teaching skills in areas such as parenting, nutrition, financial management, etc. Another major objective of the project is to have all children in South Carolina "ready to learn" when they reach school age.

Another proposal involves the College of Architecture, the Cooperative Extension Service, the South Carolina Arts Commission, the South Carolina Downtown Development Association, and various communities throughout the state. This proposal would establish a studio in Clemson's College of Architecture that would be staffed by a full-time faculty member. Working with the Downtown Development Association and local communities, proposals would be submitted to the studio and made available to College faculty who teach third and fourth year design classes. Classes will select one of these "real-world" problems and provide the community with conceptual possibilities for their project, which may be a downtown revitalization project, restoration of a historic building, etc.

Clemson University will continue to aggressively seek funding to expand its outreach efforts. Extended outreach will allow Clemson to focus more of the University resources on problems facing citizens of the state.

IV. Alliance 2020

With funding received from the Kellogg Foundation, ***Alliance 2020***—Clemson University, South Carolina State University, and the State Technical College System—is developing new approaches to thinking and working together to build the capacity of the people of South Carolina. This alliance intends to create a shared vision for land-grant education in the 21st century.

Each of the three **Alliance** partners brings a unique mix of faculty, staff, students, and stake-holders together to explore common ground. Together, the partners serve a wide range of socioeconomic groups throughout the State.

All three institutions have strong traditions and good reputations for economic development assistance and public service. Together, Alliance institutions represent the combined energy and expertise of more than 3,500 FTE faculty on 18 campuses and 173 sites across the state. They are linked by a video communications infrastructure that includes five satellite uplinks (with plans for several more) and 66 downlinks. Every county is linked to Clemson and the worldwide Internet. This existing information highway and other technological changes yet to come have great untapped potential for the delivery of educational services. In addition, each institution (and most of the academic units within them) have external advisory boards that provide valuable business perspectives, and serve as consultants to the institutions' strategic planning processes. Also, the land-grant Cooperative Extension Service has agents working with citizens in every county in the State, collecting data and information about their concerns and needs.

The dialogue between institutions is in the early stages, but already emerging is a shared vision of a fundamentally different future in which each institution is a node in a seamless, interconnected network of educational services and lifelong learning embracing public schools, technical colleges, other colleges and universities, and partners in business and industry.

Together, the ***Alliance*** institutions intend to create a ***network*** in which...

- the communities, businesses and institutions of South Carolina are among our laboratories and classrooms.
- faculty, staff, students and alumni are encouraged and helped to work on inter-disciplinary, inter-institutional teams as problem-solvers.
- outreach education and public service are core values and institution-wide priorities.
- there is continuous interaction with the people the University serves, and they help set priorities.
- students learn in new and different ways from a variety of people in different settings, through experience that complements rigorous classroom instruction.
- each student has an opportunity for leadership development and community involvement.

The objectives of **Alliance 2020** are as follows:

- Build lasting bridges among the Alliance institutions to create a sustainable network of relationships.
- Extend and institutionalize the sense of alliance within each institution.
- Build the capacity of faculty and staff from all three partners to work together and with constituents (communities, businesses, and others) to envision and achieve a preferred future.
- Eliminate the internal institutional barriers to doing multi-disciplinary, multi-institutional work.
- Synthesize knowledge and develop experimental models for food systems education. In defining "food systems," the Alliance includes: agricultural production, processing, marketing, transportation, preparation, retailing, fiber, etc.

By using ***Food Systems Professions Education*** as an entry point and catalyst for change, the Alliance will develop a clearer understanding of the multi-dimensional, multi-disciplinary challenges of providing responsive, relevant education and service to their constituents and the general public.

V. Current Status of Strategic Planning

The primary emphasis of the University's strategic planning process during the past year has been implementation. Every year since the University's Strategic Planning Committee was formed, the planning process itself has been evaluated and refined for improvement.

Due to a series of external events and opportunities, the committee structure was streamlined and reconstituted. A new Strategic Planning Committee was formed and given the charge to plan the implementation for the University Strategic Plan and to coordinate a series of task forces which will recommend University-wide changes and incentives for

continuous improvement. Six task forces have been established to identify barriers to change and recommend changes and incentives to help the University achieve goals outlined in the strategic plan. The task forces and a brief description of their tasks are as follows:

The **Budgeting/Funding System Task Force** will create a flexible University-wide resource generation and allocation system that encourages quality and responds to the education, scholarship, and outreach goals of the University. The system should (1) promote the holistic educational experience at Clemson University; (2) emphasize efficiency and accountability in the utilization of institutional resources; (3) provide incentives and eliminate disincentives for resources to flow into and across administrative and budgetary boundaries; and (4) support innovation and interdisciplinary activity.

The **Faculty Reward System Task Force** will recommend changes in the promotion, tenure, and reward system to encourage excellence in teaching, scholarship, and service to the university, the professions, and the public, within disciplines, as well as within interdisciplinary activities.

The **Organizational Structure Task Force** will focus on the academic structure of the University and will develop alternative structures which will reduce administrative costs and be more flexible and responsive to the needs of the University and its strategic plan, including teaching, research, and outreach. The Task Force is expected to solicit input and encourage campus-wide debate on how to best meet these objectives. The deliberations should be guided by the following considerations: (1) enhancement of the quality of the total educational experience for all students; (2) timely implementation of the strategic priorities of the University; (3) measurable improvement of the effectiveness and efficiency of administrative operations; (4) increase in organizational flexibility; and (5) reduction of operating costs.

The **Non-Academic Organizational Structure Task Force** is charged with recommending options for alternative structures to reduce administrative costs and increase organizational flexibility.

The **Professional Development Task Force** will recommend a systematic model for transforming Clemson University into a culture that invests resources to promote, support, and reward professional development through continuous learning in order to serve the career and personal needs of faculty, staff, students, and administrators, and to respond to institutional objectives.

The **Staff Rewards Task Force** is charged with recommending options for improving Clemson's ability to recruit, promote, and retain highly qualified staff members to advance and provide support for the University's teaching, research, and service mission.

The task forces are to present their recommendations to the Board of Trustees in September, 1994.